



Behaviour Management School Procedures

Last reviewed: June 2018

This document applies to operations of Larkmead School.

Related documents: -

- Behaviour Management Policy
- Anti-bullying Policy

Document Control			
Review period	36 Months	Next review	June 2021
Owner	Larkmead SLT	Approver	Student Welfare and Safeguarding Committee
Category	Larkmead Procedure	Type	Internal

Larkmead School Behaviour Procedures and Supporting Documentation.

As part of the Vale Academy Trust we follow and support the Trust's policies on [Anti Bullying](#) and [Behaviour Management](#) , both of which are shared on the school's website and can be found here

In our own context there is additional advice and guidance to help ensure good behaviour and positive relations in and out of the classroom setting, which are outlined below.

Student expectations

Behaviour and Behaviour for Learning at Larkmead is built around three key words **Ready, Respectful and Safe**, which have the aim of supporting students in achieving the best academic and personal outcomes that they can; to encourage them to become vital parts of the school and wider community focusing on 'living without doing harm' and 'carrying out acts of kindness', exemplified in the PiXL Human Edge project.

Our expectations of students are made clear in [the student expectations](#) document which can be found in appendix 1

In the classroom a student's attitude to learning is key to their and their peers' success. To support this, students and their teachers are asked to assess their attitude to learning on a regular basis. A student's attitude to learning forms an important part of the school's rewards system. Students are rewarded on a points system for a positive attitude to learning, good attendance and making a positive contribution to the school and wider community. Students and their teachers should regularly use the '[How good is my commitment to learning](#)' , appendix 2, document to assess their attitude to learning in the classroom.

Rewards

Larkmead also has a rewards system that focus on celebrating success in relation to attendance, attitude to learning, progress and achievement, a summary can be found in appendix 3

Consequences of poor behaviour

Where there is poor or anti-social behaviour either in or out of the classroom, the [behaviour Ladders/Ladders of Consequence](#) , appendix 4, (currently under review), make it clear to staff and students what the possible consequences of such behaviour will be. This is the certainty of punishment and punishments may range from

- A warning
- A task
- Removal from class to faculty parking
- A detention
- Fundamental Breach of Discipline (FBD)
- A day in internal exclusion (Channels)
- A fixed term exclusion from school
- A Permanent exclusion

All negative behaviours should be recorded on SIMS using the guidance from the Larkmead Behaviour System. As with the rewards system, negative behaviour points are recorded in a student's personal record.

Bullying

Bullying is defined as behaviour by an individual or group repeated over time that *intentionally* hurts another individual or group either physically or emotionally. All bullying should be recorded using the school intranet site under the Student safeguarding tab. These matters are then dealt with by the respective Director of Learning in line with the Vale Academy's Anti Bullying policy.

Attendance

Good attendance is critical to any student's success at school, in order to prevent and challenge poor attendance, the [Attendance flow chart, appendix 5](#), outlines the actions that the school will take where a student's attendance falls below the target rate and when a student becomes a 'Persistent Absentee' i.e. their attendance is below 90%

Smoking

For students who are caught smoking on the school site there is a set procedure to follow which can be found in appendix 6. Larkmead School is a no smoking site and as such smoking is a fineable criminal offence.

Managing more challenging behaviour

Where a student's behaviour requires them to be removed from a lesson, this is known as 'parking' and is designed to allow lessons to continue without further disruption. Offending students will be asked to leave the lesson their behaviour is disrupting and report to a designated teacher. Where a student fails to comply with this request a member of the Leadership team will be called to assist with the removal of the student. The minimum punishment for an initial parking offence will be a 20 minute detention. A restorative meeting should take place before a student returns to the subject teacher's lesson and parents should be contacted, by telephone, to inform them of the behaviour incident.

The most serious behaviour offences in school are categorised as Fundamental Breaches of Discipline, (FBD). To help understand what might constitute an FBD, the procedure that follows is covered in appendix 7, (currently under review). The minimum punishment for an FBD is a long afterschool detention.

In dealing with students who are persistent in committing Fundamental Breaches of Discipline, the relevant Director of Learning will consult the [Behaviour Management Repeat Offender procedure, appendix 8](#)

School Uniform

All students in Years 7 to 11 are expected to be in correct school uniform when on the school site or engaged in activities related to school e.g. trips, unless otherwise directed by a member of staff. The expectation is that students will be self-policing over compliance with school rules on uniform, but where these standards are not met, students should expect to be challenged by school staff and to correct their uniform. When a student is out of uniform for any length of time the Breach of Uniform procedure will be applied. See appendix 9, (currently under review).

Appendix 1 Student Expectations

Larkmead Students are Ready, Respectful and Safe. This means that we expect that all Larkmead Students to strive towards having the qualities below that embody the ethos of the school: one community, individual minds, creating futures.

	OC IM CF	Larkmead Students...	Detail
Ready	IM CF	...work hard and develop their learning capacity	Working hard applies both in and out of class. Your learning capacity is your ability to learn and this can be developed – it is not fixed.
		...are appropriately equipped	This means arriving at school with all the equipment you need for the day: your pencil case, books, reading book, sports kit, ...
		...are well presented	We want you to be proud of our school and proud to wear its uniform.
		...attend school	If you attend all your lessons, you'll make more progress. We want every student to have an attendance of above 95%.
		...are punctual	This applies to your arrival in school and your arrival in lessons.
		...have a positive attitude	We want you to have a positive attitude both in and out of class. If you find something difficult, don't say, "I can't do it." – say, "I can't do it yet."
		...complete homework	Completing homework involves doing the task set, to the best of your ability and handing it in on time. If you find it hard, don't be afraid to ask for help.
		...take opportunities	Be prepared to move out of your comfort zone and take on new challenges. Seize the opportunities available to you while at Larkmead School.
Respectful	OC	...respect themselves	Students who respect themselves have confidence, have ambition, have dignity and take pride in their appearance.
		...respect the school community	If you respect the school community, you respect others' right to learn. You show empathy and tolerance and value others and their differences.
		...respect the wider community	Larkmead School is part of a strong community, in Abingdon, Oxfordshire and beyond. We are proud to part of this and treat the community and people within it with respect.
Safe	OC	...demonstrate good behaviour	Making the right behaviour choices is not always easy but it is vital if you are to reach your full potential. You also have a responsibility to model good behaviour for others.
		...make good behaviour choices	Staying safe during the school day, off the school site and on social media depends on making informed choices.
		...are secure and successful in later life	Everything we do is to enable you to have the best future possible. We want this as much as you do.

Appendix 2 HOW GOOD IS MY COMMITMENT TO LEARNING

	Behaviour Characteristics
Outstanding Behaviour	<ul style="list-style-type: none"> • I always arrive on time for all of my lessons • I actively engage in the lesson by asking and answering challenging questions, or working independently when required to • I remain on task throughout the lesson and work to my best ability regardless of the lesson's content. • My behaviour is excellent and I support my teacher and other students. • I often do extra work outside the lesson including responding to my teachers comments
Good Behaviour	<ul style="list-style-type: none"> • I am actively engaged in my learning and co-operate well with other students and my teacher. • I am punctual and start tasks quickly and remain on task for all of the lesson. • If I am given a reminder by my teacher I complete all further work to the best of my ability. • I make regular and positive contributions when working as an individual or in a group • I always do my homework to the best of my ability
Behaviour Requiring Improvement	<ul style="list-style-type: none"> • I am sometimes late to lessons and slow to get down to work • I complete some parts of the lesson with good effort and behaviour. • I don't always respond to warnings which are due to talking too much, not concentrating and/or not completing enough work. • I don't push myself to work to the best of my ability or complete all of my homework • I don't always ask for help when I need it • I rarely contribute to class or group activities – I am passive
Failing Behaviour	<ul style="list-style-type: none"> • I am often late to lessons and not properly equipped • I often ignore the teacher's instructions to stop talking and/or start working. • I often shout out or talk loudly in class or disrupt the learning of others • Due to a lack of effort I fail to finish tasks in class and/or complete my homework and those that are completed are often of a poor standard. • I often refuse help and /or support

Appendix 3 - The Rewards System

The Rewards system at Larkmead is currently under review, however in the interim the following system is being applied.

Students in both KS 3 & 4 are rewarded for their commitment to learning through the use of rewards points which are awarded by classroom teachers and are recorded via SIMs.

Additional rewards In Key stage 3:

EVERY TWO WEEK CYCLE

- Tutor Award Draw (two front of the queue passes to use in the restaurant)
- Attendance Trophies for Tutor Groups with the most improved attendance
- Postcards Home from Tutors/ Director of Learning/ Head of Key Stage

CHRISTMAS AND EASTER: CELEBRATION ASSEMBLY

- Attendance Awards (Bronze: 2 terms 100%; Silver: 4 terms 100%; Gold: 6 terms 100%)
- Award for Student of the Term (one from each tutor group)
- Award for Most Improved Student of the Term (one from each tutor group)
- Green Star Awards for excellent ATL on tracking
- Tutor group of the Term (Based on achievement points total)
- Individual Awards (Bronze: 50 Achievement points; Silver: 100 achievement points; Gold 150 achievement points; Platinum: 200 achievement points)
- Pixl Edge Awards

SUMMER TERM: FORMAL PRIZE GIVING

- Attendance Awards
- Pixl Edge Awards
- Subject Awards: Student of the Year for each subject/ Most Improved Student for each subject
- Award for Student of the Year (one from each tutor group)
- Award for Most Improved Student of the Year (one from each tutor group)
- Green Star Awards for excellent ATL on tracking
- Individual Awards (Bronze: 50 Achievement points; Silver: 100 achievement points; Gold 150 achievement points; Platinum: 200 achievement points)

Additional rewards in Ks 4

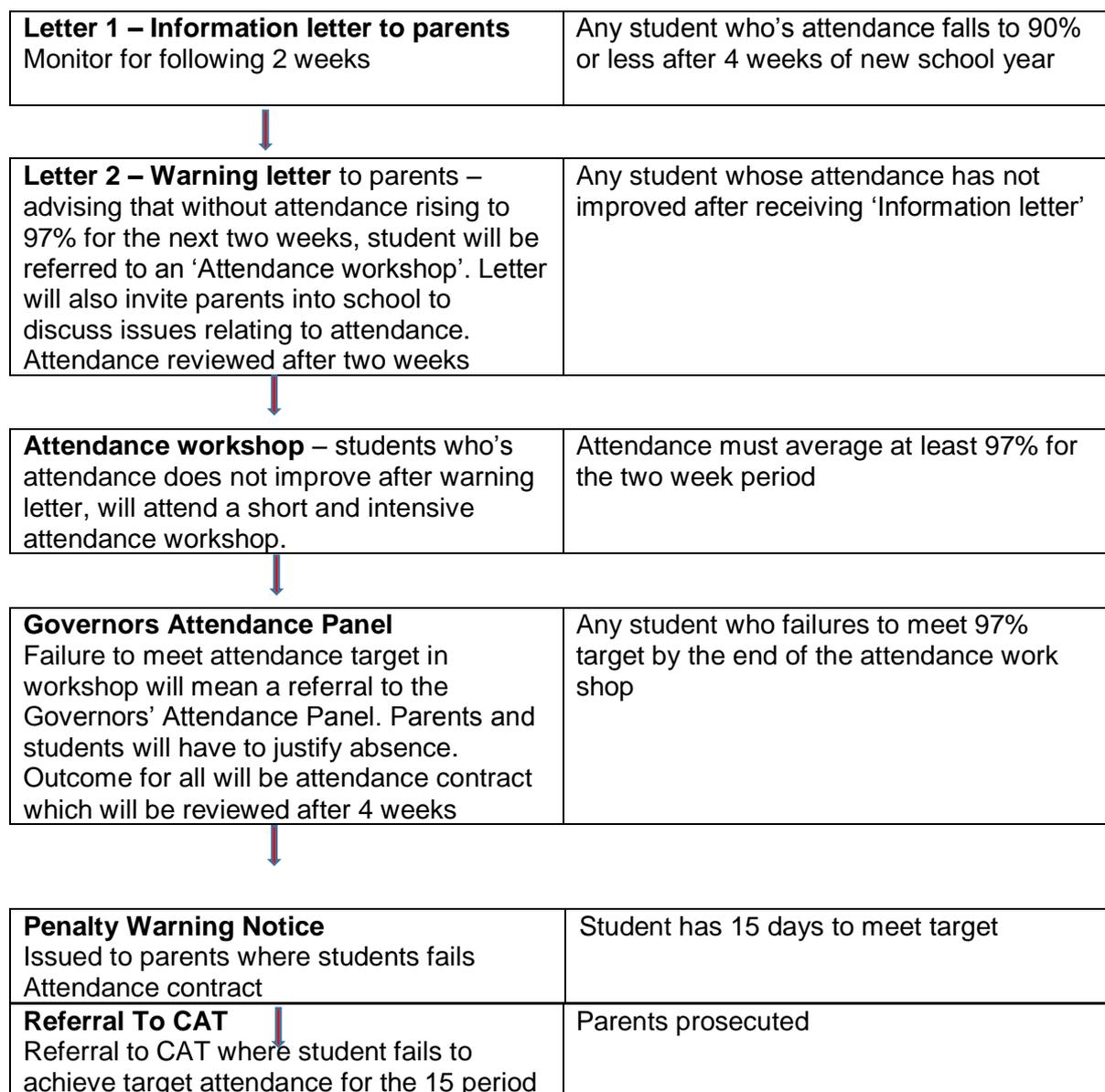
The following rewards are also used

- **Attendance** rewarded on a termly basis via a draw for students with an attendance rate of 95% or above, with a £10 Voucher given to the winner. Letters are also sent to students who have achieved 100% attendance each term.
- **Termly draw** for most rewards points in a term (with DoL setting the threshold for students to qualify)
- **ATL** – whole year group rewarded with a free non-school uniform day when the whole year group achieves 90% of students meeting or exceeding ATL 1&2
- **Key stage 4 & 5 Awards evening** – formal event where trophies awarded for academic progress and achievement, as well as contribution to the school community. Trophies are also give for the most successful Year 10 work experience.

Appendix 4 sanctions at Larkmead: Ladder of consequences
Booklet – Under Review

Appendix 5 – Attendance flow chart

Attendance flow chart



Persistent Absentees

Anyone finishing the year as a persistent absentee will assumed to be a persistent absentee at the start of the next year, so the appropriate action/step will need to be put in place ASAP

Stuck cases will be referred to the LCSS

Appendix 6 - No Smoking Procedure

Any student caught smoking or with smokers on the school premises or on their journey to or from school will be subject to the following course of action:

- The first and second occasions; parents will receive a letter home.
- The third and fourth occasions; students will be given two after school detentions on consecutive Fridays. Detentions will start at 3.10 and finish at 4.50pm. There is no late bus from school on Fridays and so students who travel on the school bus will have to make their own travel arrangements.
- Should there be a fifth occasion, this will be interpreted as a refusal to cooperate with school rules and follow a reasonable request, which may well result in a fixed term exclusion
- Students who travel by school bus who are caught smoking also run the risk of being banned from the school bus

Furthermore there are no fresh starts at the beginning of a new term or school year, once a warning letter has been sent home, that is the point that a student remains at for the rest of their time at school, unless they are caught smoking again.

Why we do this:

- To provide an environment where good health is promoted for all, as we seek to encourage all students to adopt a healthy life-style and the mounting evidence of the harmful effects of smoking works totally against this aim. For example research shows that youngsters who smoke are 7 times more likely to become involved in the use of illegal drugs & only 1 in 10 smokers actually manage to quit smoking permanently
- the vast majority of students and adults in the school community are non-smokers and are entitled to a smoke-free environment
- To satisfy Section 2(2) (e) of the Health and Safety at Work Etc Act 1974, which places a duty on employers to provide a working environment for employees that is 'safe and comply with the smoke free legislation under the Health Act 2006, which from 1st July 2007 placed a duty on 'any person who controls or is concerned in the management of smoke-free premises' i.e. the Headteacher, to ensure compulsory signage is displayed in the required places and smoking is prevented in all 'enclosed' or 'substantially enclosed' premises
- The County Council have a clear no-smoking policy for all their premises including schools. (In fact Council employees who do smoke on these premises are liable to dismissal).
- possession of cigarettes is illegal for the majority of students in school who are under the legal age limit
- take account of the needs of those who are addicted to smoking and to offer an avenue of support for those who wish to stop

Appendix 7 Fundamental breach of discipline summary – Under review

Appendix 8 Behaviour Management Repeat Offender Strategy Sheet

Parental meeting should take place once a 3rd FBD has been committed by a student. The purpose of the meeting is to:

- establish what the current behaviour issues are
- what the schools expectations are (see student expectations form)
- discuss potential causal issues: physical, emotional, cultural, mental home context

An action plan should then be put in place involving one or more of the options below

- Return to normal lessons on report
- Individual Behaviour plan
- Positive behaviour placement in PSD
- Isolation room
- SEND referral/intervention
- Counselling support
- External agency support
- Amended curriculum offer
- Alternative curriculum offer
- Other

Review date agreed

Further FBD incident

Review options above consider repeat of options already tried

Agree review date

Repeat of failure to amend behaviour

Referral to GDP for final warning.

Appendix 9 Behaviour Management Repeat Offender Strategy Record Sheet

Student name _____ tutor group _____ date _____

Key behaviour concerns

The schools expectation of the student

For discussion potential causes of poor behaviour – please discuss the following:

Physical, emotional, cultural, academic, and mental/wellbeing, home context.

Agreed action plan involving one or more of the options below

Potential actions	Implemented by	Review date
• Return to normal lessons on report		
• Individual Behaviour plan		
• Positive behaviour placement in PSD		
• Isolation room		
• Send referral/intervention		
• Counselling support		
• External agency support		
• Amended curriculum offer		
• Alternative curriculum offer		
• Other please detail		

Appendix 10 Breach of Uniform procedure – (working draft)

Procedure for dealing with breaches of the uniform code

Issue	Detail	Action
Student out of uniform e.g. in trainers /no shoes. Non uniform trousers	No note of explanation	Removal of free time at both break and lunchtime. Note made in student planner by tutor. Student to be seen by DoI
Student out of uniform e.g. in trainers /no shoes. Non uniform trousers	With note of explanation – shoes left elsewhere – trousers in wash	No loss of free time. 1 day's grace to rectify the situation. Note made in planner by tutor. Student to see doI. If action not taken to rectify the situation student to lose free time
Student out of uniform e.g. in trainers /no shoes. Non uniform trousers	With note of explanation- shoes broken, trousers need replacing; tie lost	No loss of free time. 2 days/weekend to resolve the issue. Planner signed by tutor student to see DoL If action not taken to rectify the situation student to lose free time
Students wearing non-school uniform clothing/item e.g. hoodie, sweat shirt, nose stud, earrings		Tutor to remind student of the existing rule; student asked to remove item. Note to be made in planner. Further breach of the rule must lead to confiscation of non-school uniform item.
All staff to challenge students in breach of uniform code and check their planners		Where a student has not had their planner signed, relevant DoI to be informed and they will follow up with the student's tutor

Review date

Review outcomes